

Emotional Intelligence as a Predictor of Effective Classroom Practices Among Elementary School Teachers

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Abstract: This study critically examines the role of Emotional Intelligence (EI) as a foundational construct in enhancing teaching competency among elementary school teachers. Framed within a systematic review methodology. The research synthesizes empirical literature published between 2010 and 2025. Reviews drawing from multidisciplinary sources to provide a comprehensive understanding of Emotional Intelligence's impact on pedagogical practice. The findings elucidate those elevated levels of Emotional Intelligence characterized by self-awareness, emotional regulation, empathy, and interpersonal efficacy significantly contribute to improved classroom management, instructional adaptability, conflict resolution, teacher-student rapport, and professional resilience. Cross-national evidence underscores Emotional Intelligence have positive correlation with student academic outcomes, classroom climate, and teacher job satisfaction. The integration of Emotional Intelligence into teacher education and professional development emerges as a critical determinant of instructional quality and occupational well-being. The review advocates for the institutionalization of Emotional Intelligence within teacher preparation frameworks. The researcher recommended evidence-based training modules, evaluative mechanisms for Emotional Intelligence competencies, and policy-level interventions. This research contributes to the evolving discourse on teacher effectiveness by positioning emotional intelligence as a core competency requisite for navigating the complex emotional and social dimensions of contemporary educational environments.

Keywords: Emotional Intelligence, Teaching Competency, Elementary School Teacher, Teacher Professional Development, Classroom Management.

1. INTRODUCTION:

Emotional Intelligence (EI) has emerged as a fundamental pillar in effective pedagogical practices and supportable classroom environment. Emotional intelligence (EI) plays a crucial role in enhancing teaching competency among elementary school teachers by influencing various aspects of their professional performance. Emotional Intelligence encompasses a range of competencies such as self-awareness, self-regulation, motivation, empathy, and social skills. Those collectively contribute to a teacher's ability to manage classroom dynamics, foster positive relationships, and create supportive learning environments. The integration of EI into teaching practices not only improves instructional efficacy but also enhances student motivation and the student-teacher relationship, ultimately leading to better educational outcomes. EI encompasses self-awareness, emotional regulation, empathy, and social skills, all of which are essential for effective teaching and classroom management (Banga, 2024) (Sele & Mukundi, 2023) (Jepps et al., 2022). This analytical paper rigorously investigates the multifaceted dimensions of EI within educational environments, synthesizing empirical research derived from a variety of geographic and cultural contexts. An expanding corpus of interdisciplinary scholarship underscores EI as an essential competency that transcends conventional cognitive assessments, providing a transformative perspective through which both teacher performance and classroom interactions can be enhanced. Educators with high EI model emotional regulation for their students. By demonstrating how to manage emotions effectively, educators help students develop their own emotional regulation skills, leading to better behavior management in the classroom (Jepps et al., 2022) (Zheng, 2023) (Kadenova & Акимкызы, 2024). EI enables educators to recognize and address the emotional needs of their students. By understanding the emotional underpinnings of behavior, educators can develop targeted strategies to manage challenging behaviors effectively (Bonilla et al., 2020) (Valente et al., 2024) (Valente et al., 2022). Research encompassing cross national studies compelling evidence affirming the positive correlation between educators' EI and students' academic performance, emotional health, and

classroom cohesion. Moreover, this paper investigates the incorporation of EI into teacher training programs, the improvement of teacher-student interactions, and its function in alleviating professional burnout while promoting instructional flexibility. By integrating contemporary findings, this review aspires to establish a conceptual and practical framework for the integration of EI across all levels of educational practice and policy. In pursuing this objective, it emphasizes the necessity to reconceptualize teacher development through an emotionally intelligent framework to address the intricate emotional and social needs of 21st-century educational settings.

2. Objective : To highlight the Role of Emotional Intelligence in Enhancing Teaching Competency Among Primary School Teachers.

3. Methodology

This study employed a systematic review methodology to examine the role of Emotional Intelligence (EI) in teaching and classroom management. The objective was to synthesize and critically evaluate empirical evidence on how EI influences teacher effectiveness, classroom dynamics, instructional adaptability, job satisfaction, conflict resolution, and leadership quality.

Data Sources and Selection Criteria

Relevant peer-reviewed articles, conference papers, and academic reports were sourced from multidisciplinary databases including Scopus, Web of Science, ERIC, and Google Scholar. The literature search focused on studies published between 2010 and 2025, with emphasis on recent research (2020–2025) to ensure contemporary relevance. Key search terms included “Emotional Intelligence in teaching”, “Teacher Emotional Intelligence and Classroom Management”, “Emotional Intelligence in Teacher Training”, “Emotional Intelligence and Student Outcomes”, and “Emotional Intelligence and Instructional Leadership.”

Objective: To highlight the Emotional Intelligence as a Predictor of Effective Classroom Practices Among Elementary School Teachers

Emotional Intelligence and Classroom Management

Emotional Intelligence (EI) has emerged as a critical factor in effective teaching and classroom management. This review synthesizes insights from multiple studies to explore the role of EI in teachers and its impact on classroom dynamics, student outcomes, and educational environments. Emotional Intelligence (EI) is defined as the ability to recognize, understand, manage, and influence one's own emotions and those of others. EI plays a pivotal role in classroom management, which is essential for creating a conducive learning environment. Research indicates that teachers with higher Emotional Intelligence are better equipped to manage classroom behavior, resolve conflicts, and establish positive relationships with students (Qazi et al., 2024) (Valente et al., 2024). Study revealed that classrooms led by teachers with higher Emotional Intelligence scores demonstrated a 10% increase in student academic performance compared to those with lower EI scores (Qazi et al., 2024). Research highlighted that teacher with higher Emotional Intelligence fostered more positive classroom climates, leading to increased student engagement and participation (Sun et al., 2024). Studies underscored the role of Emotional Intelligence in reducing behavioral issues and improving discipline strategies, which in turn created a more focused and productive learning environment (Akinola & Johnson, 2025). Emotional intelligence has been shown to predict both teacher-centered and student-centered classroom management approaches. Teachers with higher EI levels tend to adopt more effective classroom management strategies, which are crucial for creating a conducive learning environment (Tok et al., 2013).

Emotional Intelligence and Teacher-Student Relationships

The quality of teacher-student relationships significantly impacts learning outcomes. Emotional Intelligence plays a pivotal role in fostering positive relationships. Teachers with high EI are more empathetic and better at communication, leading to stronger bonds with students. This creates a supportive classroom atmosphere conducive to learning ("The role of emotional intelligence in the teaching career of primary school teachers", 2023) (Lyanda & Owid, 2025) (Pattiasina et al., 2024). Study found that teachers' emotional maturity, a component of Emotional Intelligence, was crucial for fostering empathy and cognitive engagement in students (Thao et al., 2024). Research identified Emotional Intelligence as a mediator between teacher mindfulness and the quality of teacher-student relationships, highlighting its importance in creating a supportive classroom environment (Wang, 2023). A study emphasized the role of EI in managing the emotional dynamics of diverse classrooms, underscoring its relevance in multicultural educational settings (Murturi, 2024). EI helps teachers manage conflicts and understand student perspectives, reducing behavioral

issues and improving academic performance. EI training reported improved student behavior and more positive interactions (Wang, 2023) (Awan et al., 2021) (Saleh & Hibatullah, n.d.). It enhances a teacher's ability to provide emotional support, which is essential for students' socio-emotional development ("Influence of Emotional Intelligence of Teachers on the Relationship between Teachers and Students: A Feasibility Review", 2023) (Hen & Sharabi-Nov, 2014) (Dolev & Leshem, 2017). Teachers' emotional intelligence significantly affects their perception of and relationship with students. High EI enables teachers to evaluate and regulate emotions, fostering positive interactions and reducing conflicts with students (Saleh & Hibatullah, n.d.).

Emotional Intelligence and Instructional Adaptability

Emotional Intelligence (EI) has emerged as a critical factor in education, influencing both teacher effectiveness and student outcomes. This review explores the role of Emotional Intelligence in teachers, focusing on its impact on instructional adaptability, teacher-student relationships, job satisfaction, and the importance of Emotional Intelligence training. Instructional adaptability refers to a teacher's ability to adjust their teaching methods to meet diverse student needs. Research indicates that teachers with higher Emotional Intelligence are more adept at instructional adaptability. Emotional Intelligence enables teachers to understand student emotions, leading to better learning environments and tailored instruction. Study found that emotionally intelligent teachers can modify their strategies based on student responses, enhancing engagement and academic performance (Zheng, 2023) ("The role of emotional intelligence in the teaching career of primary school teachers", 2023) (Lyanda & Owidi, 2025). Emotional Intelligence components like self-awareness and social skills allow teachers to manage classroom dynamics effectively. This adaptability is crucial in addressing individual learning needs, fostering a more inclusive classroom environment (Sun et al., 2024) (Boybanting & Tantiado, 2023) (Wang, 2022). Emotionally intelligent teachers are better at handling stress, which is vital for maintaining instructional adaptability in challenging situations (Vizoso-Gomez, n.d.) (Safina et al., 2020). Emotional intelligence significantly correlates with instructional efficacy, as demonstrated by a study on Grade 6 Values Education teachers. Teachers with high emotional intelligence exhibited greater instructional efficacy, characterized by enhanced efficiency, productivity, empathy, cooperation, and involvement in the classroom (Pilvera et al., 2024).

Emotional Intelligence and Leadership Quality

Leadership quality in educational settings is closely linked to a teacher's ability to inspire, motivate, and manage both students and colleagues. Emotional intelligence plays a pivotal role in enhancing these leadership qualities. Leaders with high Emotional Intelligence can inspire and motivate others by understanding their emotional needs and aspirations. This fosters a positive and productive work environment (Yuan, 2024) (Gray, 2009). Emotional Intelligence enhances decision-making by allowing leaders to consider the emotional implications of their decisions. This leads to more informed and empathetic decision-making (Chaudhary et al., 2024) (George, 2000). Strong interpersonal relationships are foundational to effective leadership. Emotional Intelligence helps leaders build trust, empathy, and rapport with students, colleagues, and parents (Angwaomaodoko, 2024) (Paschal et al., 2024). Leaders with high Emotional Intelligence contribute to a positive school climate by promoting open communication, collaboration, and emotional well-being (Chaudhary et al., 2024) (Ruffin et al., 2019). Emotional Intelligence enables leaders to resolve conflicts effectively, which is a critical aspect of leadership in educational settings (Valente & Lourenço, 2020) (Shkëmbi & Treska, n.d.). Leaders with high Emotional Intelligence are more likely to support the professional growth of their team members, fostering a culture of continuous improvement (Yuan, 2024) (Gray, 2009). Emotional intelligence is a key factor in effective school leadership, as it enhances decision-making and leadership practices. Programs like "Leadership Excellence through Emotional Intelligence (LEEI)" are recommended to improve EI competencies among school leaders, which can significantly advance educational leadership dynamics (Yuan, 2024).

Emotional Intelligence and Teacher Job Satisfaction

Teacher job satisfaction is closely linked to their emotional well-being and effectiveness in the classroom. Emotional Intelligence acts as a mediator, influencing how teachers perceive their work environment and relationships. Research indicates that emotionally intelligent teachers experience higher job satisfaction due to better stress management and improved relationships with colleagues and students (Li et al., 2024) ("The Effects of Emotional Intelligence on Teachers' Job Satisfaction: A Scoping Review", 2023) (Vizoso-Gomez, n.d.). A study using the Job Demands-Resources model found that Emotional Intelligence predicts job satisfaction through factors like emotional expression and perceived closeness to students. This highlights the importance of Emotional Intelligence in maintaining teacher well-being and engagement (Li et al., 2024) ("The Effects of Emotional Intelligence on Teachers' Job Satisfaction: A Scoping Review", 2023). Emotional Intelligence training programs have been shown to enhance job satisfaction by equipping teachers with the skills to manage emotions and build positive relationships (Hen & Sharabi-Nov,

2014) (Dolev & Leshem, 2017) (Safina et al., 2020). Emotional intelligence has a direct positive effect on job satisfaction among teachers. Teachers with higher EI tend to experience greater job satisfaction due to their ability to manage stress and build positive relationships with students and colleagues (Herdiman & Tirtoprojo, 2024) (Hartini et al., 2022).

Emotional Intelligence and Reducing Teacher Burnout

Teacher burnout is a significant challenge in the education sector, and Emotional Intelligence has been identified as a potential mitigating factor. Emotional intelligence (EI) plays a crucial role in reducing teacher burnout, particularly among elementary school teachers. Burnout, characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment, is a significant issue in the teaching profession due to the high demands and stressors involved. A study involving 202 teachers in Kosovo found that higher Emotional Intelligence levels were associated with lower levels of emotional exhaustion and depersonalization, key components of burnout (Murturi, 2024). Research highlighted the role of Emotional Intelligence in enhancing teachers' stress management skills, which in turn improved their overall well-being and teaching effectiveness (Valente et al., 2024). Multiple studies have found a significant negative correlation between EI and burnout dimensions such as emotional exhaustion and depersonalization. Teachers with higher EI levels tend to experience lower burnout levels, as they can better manage stress and maintain a sense of personal accomplishment (Murturi, 2024) (Ahmed, 2018).

Emotional Intelligence and Training

EI have significant impact on teaching effectiveness and job satisfaction, there is a growing emphasis on integrating EI training into teacher professional development. Studies have demonstrated that EI can be developed through targeted interventions, leading to improved instructional adaptability and better student outcomes (Pattiasina et al., 2024) (Hen & Sharabi-Nov, 2014) (Dolev & Leshem, 2017) (Safina et al., 2020). EI training programs often include workshops, mentorship, and reflective practices, which help teachers develop self-awareness, empathy, and social skills. These programs have been shown to enhance teachers' ability to manage classroom dynamics, adapt instruction, and build positive relationships with students (Zheng, 2023) (Pattiasina et al., 2024) (Hen & Sharabi-Nov, 2014). EI training can lead to increased job satisfaction and reduced burnout, contributing to a more stable and effective teaching workforce (Li et al., 2024) ("The Effects of Emotional Intelligence on Teachers' Job Satisfaction: A Scoping Review", 2023) (Vizoso-Gomez, n.d.). A study proposed a strategic framework for integrating EI into teacher training, emphasizing the need for policy reforms, localized modules, and collaborative partnerships (Akinola & Johnson, 2025). Research highlighted the importance of fostering EI in pre-service teachers to prepare them for the emotional and social challenges of the profession (Mukhametzhanova & Yestayeva, 2024).

Emotional Intelligence and Conflict Management

Conflict management is a critical aspect of classroom management and school leadership. Teachers with high Emotional Intelligence are better equipped to manage conflicts constructively, fostering a positive classroom environment. Research indicates that teachers with higher levels of Emotional Intelligence tend to employ more integrating and compromising strategies for conflict management, which are constructive approaches to resolving disputes (Valente & Lourenço, 2020) (Shkëmbi & Treska, 2024) (Shkëmbi & Treska, n.d.). Teachers with high Emotional Intelligence are more likely to engage in open dialogue and encourage active participation from all parties involved (Valente & Lourenço, 2020) (Rahim et al., 2003). Compromising strategies focus on finding middle-ground solutions that satisfy all parties. Teachers with high Emotional Intelligence are adept at balancing different perspectives and finding acceptable solutions (Valente & Lourenço, 2020) (Shkëmbi & Treska, n.d.). Emotional Intelligence enables teachers to understand the emotions and perspectives of students, colleagues, and parents, which is crucial for resolving conflicts effectively (Angwaomaodoko, 2024) (Chaudhary et al., 2024). Teachers with high Emotional Intelligence can manage their own emotions during conflicts, maintaining composure and fairness. This helps de-escalate tensions and promotes constructive dialogue (Valente & Lourenço, 2020) ("Interaction between teachers' emotional intelligence and classroom management", 2023). High Emotional Intelligence equips teachers with strong interpersonal skills, enabling them to communicate effectively and build positive relationships, which are essential for conflict resolution (Angwaomaodoko, 2024) (Paschal et al., 2024).

4. Recommendations

In light of the empirical insights derived from this investigation, the following recommendations are advanced to operationalize the integration of emotional intelligence (EI) within educational praxis and teacher professionalization frameworks:

- The restructuring of teacher education curricula is imperative to embed emotional intelligence as a foundational competency through the systematic integration of empirically validated training modules that cultivate intrapersonal awareness, emotional regulation, and socio-emotional responsiveness within pre-service teacher preparation programs.
- Educational stakeholders should institutionalize ongoing, research-informed professional development initiatives that target the cultivation of Emotional Intelligence related dispositions. These initiatives should be longitudinal, contextually relevant, and empirically evaluated to ensure sustained impact on pedagogical efficacy.
- Policymakers must recognize emotional intelligence as a core criterion for teacher accreditation, appraisal, and advancement. This entails the development of robust evaluative instruments capable of assessing Emotional Intelligence competencies in conjunction with traditional measures of instructional effectiveness.
- Schools should cultivate emotionally intelligent organizational cultures by implementing mentorship programs, reflective practice forums, and psychosocial support mechanisms. Such systems foster emotional resilience, collegiality, and professional growth among educators.
- Further empirical inquiry to investigate the longitudinal and cross-cultural efficacy of Emotional Intelligence interventions in diverse educational milieus. Mixed-method and longitudinal research designs are particularly recommended to elucidate causal pathways and contextual contingencies that modulate the Emotional Intelligence–teaching competency nexus.

5. Conclusion

The present study substantiates the integral role of emotional intelligence as a determinant of teaching competency, highlighting its influence on pedagogical effectiveness, classroom dynamics, and student-teacher interactions. Empirical evidence from the data analysis reveals that educators possessing elevated levels of emotional intelligence demonstrate superior instructional practices, enhanced adaptability, and increased socio-emotional responsiveness. These competencies contribute not only to improved academic outcomes but also to the cultivation of a supportive and inclusive learning environment. Consequently, the integration of emotional intelligence training into pre-service and in-service teacher education programs emerges as a strategic imperative. Future research should explore longitudinal impacts of Emotional Intelligence interventions and their scalability across diverse educational contexts to further consolidate its relevance in the domain of teacher professionalization.

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